WELLESLEY NEWS

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Students, Administrators Confer; Pass Resolutions On Issues

Community, change, communications—these, Mrs. Joan Melvin, Dean of Students, suggested, were to be the key words for last weekend's second annual Craigville Leadership Conference. After two days of workshops and general sessions to study some of Wellesley's most pressing problems, most of the more than sixty students and administration members who had participated felt that Mrs. Melvin's predictions had begun to be fulfilled.

A feeling of cooperation pervaded the conference; rank seemed to dissolve in the near 150 cups of the "Think Drink" consumed at each meal. Miss Phyllis Fleming, Dean of the College, quipped that Craigville was probably the only place where she could get wanted on by the President of the College.

Major questions were raised. Should coeducation be decided by a vote? Is there intrinsic value in a women's education? How can Wellesley adapt to accomodate a changing student body? What is the College's role towards its black students? and—What comprises Wellesley's "community?" What is the role of Head of House?

A detailed report of the conference will be published shortly and will be distributed to the entire college community. As a result of the conference, the following recommendations were passed by those present.

RECOMMENDATIONS AGREED TO BY THE MEMBERS OF THE CRAIGVILLE LEADERSHIP CONFERENCE

I. STUDENT HEALTH

To broaden the annual lecture series to include a panel on drugs, abortion, and homosexuality.

II. RESIDENCE

A. To establish a committee consisting of the Dean of Students, Chief Justice, Chairman of House President's or her appointed deputy, Chairman of VII Juniors, and the Chairman of Freshmen week or the purpose of exploring all social rules and regulations and restoring them to a minimum. Those remaining should be logical, reasonable, and publicly justified. It will also be the duty of this committee to determine what group will have jurisdiction over such an evaluation of social regulations in future.

B. To establish a committee to consider the role of the Head of House and to discuss the feasibility of having two experimental dorms run without a Head of House.

III. COUNSELING

To recommend to the committee selecting Heads of House that they base their decision on the counseling talent of the applicant.

B. To recommend to the present Heads of House that they avail themselves of the counselling training which presently exists for them on campus.

RECOMMENDATIONS SUPPORTED BY THE STUDENT MEMBERS OF THE CRAIGVILLE LEADERSHIP CONFERENCE

I. COLLEGE AND THE COMMUNITY

To reevaluate the Group courses offered during the academic year 1968-9; to explore means of improvement; to encourage interested students working in the Greater Boston area during the summer to publicize

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Craigville Leadership Conference the Second: Students and administrators out on a limb.

photo by Charles W. Hapenney, supervisor, safety and security

Administration, Ethos Announce Establishment of Black Center

Next year Wellesley will have a Black Center. Brought about by the cooperative efforts of Ethos and the college administration, the Center will offer a cultural, educational and social focus for black students. The Center will not serve as a dormitory but will provide space for informal entertaining, as well as office facilities for Ethos.

In a statement of purpose, Ethos explains the reasons for such a center. "Because of the unique experience of the black student of the white campus, the establishment of an Afro-American Center at Wellesley is essential, inasmuch as Wellesley College has committed itself to the acceptance of more black students and to the diversification of its student body, it must be prepared to provide for the needs of these students," the statement begins.

Benefits to Community

"The Black House will offer a cultural, educational and social focus for black students who are in a predominantly white environment; it will make their educational experience at Wellesley more relevant to their black experience," Ethos continues. "To illustrate the benefits of such a center to the entire college community and more specifically to its blacks, we offer the following reasons for its establishment.

"The educational advantages of the Black House will be many. Its focus will be two-fold in that it will provide for certain needs of the black students and serve to enlighten the larger College community with respect to black heritage. It will offer a central location where black students can tutor, study, discuss and have access to an extensive library of black literature.

"The social experience of a black student is radically different from that of a white student. The Black House will serve to equalize the social differences by providing a center for parties; entertainment for groups, speakers or individual guests; kitchen facilities; a central meeting place for Ethos people.

"The Afro-American center will be

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ET to Present Black Theatre

by Janine De Custer '72

The talents of black players and playwrights will be exposed at 8 p.m. on May 2 and 3 in Jewett Auditorium. Entitled "A Festival of Black Theatre," the Experimental Theatre production will end the season on what its producers feel to be a particularly relevant note.

Although the theme was established last spring, the specific plays were chosen only recently. The three pieces selected are considered both varied and representative. A secondary consideration was the language used by the authors and its possible offensiveness to the audience.

Leroi Jones is already familiar to many from past Wellesley presentations. His play **Dutchman** impressed viewers this spring with its climax of intense racial confrontation. Evangeline Morphus '71 is presently directing **Home on the Range**, which treats the theme of black alienation with a slightly comic touch. The drama concerns the encounter of a black criminal with a typical-white-middle-class family, wallowing in the television-dominated humdrum of suburban life. The intruder symbolically triumphs over the System, as represented by this clan of babbling idiots. The dialogue is the distinctive element here and open to wide interpretation.

A second Jones play will be featured, in part to hopefully absolve the author from that stigma imposed when the Wellesley High School put on **The Slave** a year ago. This is an explosive work, taking place during a future black revolt, in which a black leader crosses enemy lines to claim his two children from his white ex-wife and her present husband. Like the former, it involves a small cast and emphasizes the black-white schism. This play is directed by Susan Alexander '69.

Black Tragedy

The third number will be an adaptation in three acts of **Amen Corner** by James Baldwin. Under the direction of Cheryl Woolton Black '69, this play explores personal tragedy within the black world. A dying jazz musician returns to his wife, who has become a gospel preacher since their separation. The congregation's reaction to the woman's past reveals a deep suspicion of religious hypocrisy. Baldwin's play gives perhaps the deepest insight into black culture.

The Theatre is glad that the Festival will coincide with Sophomore Fathers' Week-end and hopes that many parents will attend.

Jim Moore, Boston State, and Kate Finko '69 rehearse a scene for LeRoi Jones' "The Slave," to be staged this weekend. photo by Lin Tucker '71

Academic Council Votes Yes On Student-Led Course Idea

by Mary Enterline '70

Debate over the inclusion of student-led courses in the curriculum occupied Academic Council's meeting on April 24. Council eventually approved student-run courses in principle, but discussion of the specifically proposed course was tabled until the next meeting, May 8. Also on the agenda were a report from President Ruth M. Adams on the Trustee's meeting and the presentation of a proposal for an extradepartmental seminar on the liberal arts education.

According to Miss Adams, the chairman of the Board of Trustees has appointed a committee to study Council's resolution on classified research. Concerning the resolutions on a continuing education program at Wellesley, the Trustees accepted the resolution that beginning in 1970-71 students may be enrolled on a part-time basis for study toward the B.A. degree. The Trustees are waiting for future reports of the committee before accepting the resolution on an M.A. program, and for a review and study of the incorporations and indentures of Mr. Durant's will before accepting the resolution that male students be admitted to the program.

Student-Led Course

Council then turned its attention to student-led courses. Mr. Hubert Lamb, professor of music, read a statement advocating "militant conservatism" and calling for a "moratorium on modification" until Council had considered its vision of the entire college.

After one and a half hours of debate on the motion of the Committee on Curriculum and Instruction, Council defeated a substitute motion and passed the following amended version of the motion: "That courses de-

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Signing Off: Over, But Not Out

One year ago, Wellesley beat Harvard to the draw and struck classes for a day. One year ago, there was no Afro-American major, no black recruitment, no black recruiter, no appreciable black admissions, no Black Center, and no Martin Luther King Lecture Fund.

One year ago, there was a vow of secrecy, but there were no students in Academic Council, there was no Co-op Ed, no Structural Revision Committee, no judicial reform, no liberalized leaves of absence policy, no Wellesley College Commission, no approval of the concept of a student-run course.

One year ago, there were no students on the Board of Admission, no students interviewing prospective students, no "uniquely qualified" program.

One year ago, there was no Student Health Committee, no off-campus housing, Billings was just Billings, and one o'clocks and telephone sign-outs were a painful reality.

Someone obviously deserves a pat on the back. News congratulates those who have been responsible for the 1968-69 "facelifting." For those of our readers who wish to delight once more in this year's Massive Accomplishments, News recommends next fall's Opening Convocation address.

But for now—as we sign off for the summer, News leaves our readers with an important reading period questionnaire:

A. What ever happened to: Total optional pass-fail, abolition of all distribution requirements, credit for terms of off-campus work, tenure reform—employing student opinions, ten-year reviews and all-faculty "small" committees?

B. Have we heard the last of: Active co-ordination with men's schools and coed institutions for semester and year-long reciprocal enrollment, self-scheduled exams, students reading applications, and students voting on admissions?—and even coeducation.

C. Does anyone remember: Co-op dorms, locks on doors, an off-campus housing policy which is flexible and not financially prohibitive, permission for students from all classes to keep cars on campus, a decrease in the present $90/year student parking fee, liquor on campus, unlimited parietals, dormitory keys for students?

D. And (incidentally) what about: Changing financial priorities—where is the money for changing academic (see Regnier letter p. 2) and environmental needs, a film course, expanded recruitment, a continuing Upward Bound program?

E. And (parenthetically) what about: Reform in the present trustee structure to include students and young alumnae, and effective restructuring of the present student and faculty government bodies to create a faculty council, a student senate, and a joint student-faculty legislative body?

F. What are the causes of the rise and fall of the student participation in the advisory committees which some departments have created?—Why have only five sophomores thus far applied to take advantage of liberalized leaves of absence policy?

G. Will the real Exploratory Generation please stand up?

For approximately 1½ days last April, the entire Wellesley community was mobilized for thoughtful and imaginative action.

For approximately 3 days last October, the entire Wellesley community was mobilized for thoughtful and imaginative action.

That makes exactly 1.2% of a year—or a batting average of 0.012.

Batter up?

Liberation Now?

News congratulates the members of Academic Council on their approval of the concept of student-led courses. (See article p. 1) At their next meeting they have the chance to transform their desire to experiment from paper to reality. "Liberation: A New Role for Women?" deserves their vote. (See editorial, April 10.)

The fate of another course, the extradepartmental seminar "A Liberal Arts Education: The Critique of an Ideal" will also be before council at their meeting, May 8. No subject could be more appropriate for study by members of the College community than the viability of a liberal arts education, especially at a time when a committee will be studying the future of Wellesley. In introducing the idea of this course to Council on Feb. 13, President Ruth M. Adams pointed out that although the seminar will be composed of 15 students and a faculty member, the whole community will be asked to participate. In the second semester faculty and all-college conferences will focus on the study.

Rarely does a course offer a learning experience to an entire college community, as does this course. News urges Council to include this course in the curriculum for next year.

WELLESLEY NEWS

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The Reader Writes

Last Blast

To the editor:

I am happy to respond to News' inquiry of my reasons for going to Vassar. I would like to point out that I had been given tenure at the beginning of this academic year.

I am sorry to leave Wellesley where I have had good students and good friends. However I came to realize that I would never be able to estnblish the kind of rapport with the administration of the College and that I would be forever frustrated in my efforts to improve things or to initiate new programs. Here are some of the details of my sources of frustration.

1) Early in 1968, I requested from the President a raise for my laboratory assistant. This request was not even acknowledged and no raise was granted (this problem was recently solved through the initiative of the Dean of the College).

2) Louise Kingsley, my predecessor as head of the geology department, left the College one sixth of her estate which — I understand — amounted to one million dollars, money given the College for the purposes of the geology department. I never was even informed by the Administration that a gift had been made, much less consulted as to its use. The money has been allocated to faculty salaries. Since no faculty was added in the geology department, this gift is of no benefit whatever to the geology department.

3) The Curriculum Committee approved (with enthusiasm) a project of a summer geology course for Wellesley students. The course was to be run for the first time during the summer of '68. It developed in the spring that fewer students than expected had elected the course. I requested the sum of one thousand dollars from the administration to help things out and to allow the course to be run anyway. This request was denied even though there exists a fund whose income is to be granted to faculty for research and study in geology. At the time the fund had an accumulation of over three thousand dollars, and the rumor was that the reconstruction of the Presidential Mansion was to cost anywhere between $250,000 and $750,000.

4) Since the beginning of '68 I have requested money for geology field trips, estimating that geology fields trips play the role of laboratory work in other sciences and that, since there is no lab fee in other sciences (breakage fee in some, I believe) a penalty is put on the students electing geology. I wrote a long letter to the President on that topic in May or June 1968. No answer. After much supplication I obtained to see the president on that issue at the end of September '68. At the end of that meeting I was led to understand that my letter would be answered. I am still waiting (I can take a hint! However I find the discourtesy beyond belief).

Sincerely,
J. Regnier
Chairman, Geology Dept.

Kudos

Open Letter to Sophomore Father's Day Committee:

The sophomores wish to extend their thanks to the Sophomore Father's Day Committee, chaired by Tiz Good '71, who have worked exceptionally hard in planning the week-end. Beginning with the elimination of Blotters and the introduction of a class questionnaire-referendum on some new ideas for the week-end, a great effort was made to offer a more varied and adult program.

Some of the new ideas the program includes are informal panel discussions in society houses, a lecture professor from MIT, a display of sophomore talent and recent faculty publications, golf and tennis tournaments, old-time flicks at the dance along with orchestra and rock bands.

Special thanks are extended to committee heads Missy Silverman, Deedee Scully, Margo Stout, Linda Gilmore, Phoebe Miller, Marian Freint, Evangeline Morphos, Judy McGorrill, Liz Ruilman, Amy Levin, Pat Smith, Susie Andrews, Kim Hamilton, Darcy Walker, Hilary Strand, and their committee members, Marty Brand, and the sophomore dorm representatives.

Martha Wasson
President, Class of '71

United Appeal

To the editor:

In reading Madame Loutfi's letter to News last week, we were surprised at her misunderstanding of the intent of Beverly Siegal's previous letter concerning the Wellesley Israel Emergency Fund Drive.

She interpreted this letter as "a crude piece of Israeli propaganda." On the contrary, Beverly's letter was written in response to a genuine student interest in helping Israel in her drive towards a peaceful resolution of tensions in the Middle East.

The contributions will not go for armaments. They have been specifically designated to help Israel's projects to raise the social, cultural, and economic level of the Israeli Arabs and the recent Jewish immigrants from Arab countries and elsewhere.

We are surprised that Madame Loutfi should so denigrate Israeli plans to encourage young Israelis and Arabs to work together in the university, by providing them with scholarships. The students are then committed to help the lot of refugees — a task not attempted by the Arab governments when these camps were under their jurisdiction.

The plight of refugees all over the world is deplorable; we agree. We are further saddened in this case that these refugees have been used as pawns by the Arab governments for the past twenty years.

These are the "wars" about which Beverly spoke — the wars to end poverty, ignorance, and hatred among the refugees. We are saddened that Madame Loutfi so misinterpreted Beverly's words. Our contributions will go for these "wars" — for peace.

Sincerely,
Mona De Koven '69
Phyllis Magnus '69
Dale Gottlieb
Dept. of Philosophy

Off the Track

To the editor:

Would you pass on to all the Wellesley girls who took the time to encourage the Boston Marathon runners the thanks of myself and the other Dartmouth men who ran. Without such encouragement, the race would be rather dull.

I only wish the race were 13½ miles long instead of the 26. Wellesley has it all over the Prudential Center.

Very truly yours,
Edward G. Williams

Now Speak Aloud

MIT "Coed" Dissects College

To the editor:

An explanation is due concerning the closely related letters from me which appeared simultaneously in the Wellesley and Wheaton newspapers on April 17. (See also the Wellesley News of April 24.) In each of these letters, I decried the irrelevancy of the students of the respective colleges.

One Tues., Apr. 8, I had just returned from the Easter peace demonstration in New York, and was told by a couple of Wellesley friends that their coed week was already turning into a real disaster. I decided to visit Wheaton to see if the situation were any better, as well as to escape for a few days from the frantic events of that week in Cambridge. (The coed weeks were not exclusively concurrent in that Wheaton's did not start until Wednesday. The implication of the editor's note of Apr. 24 was that I could not have attended both.)

Early Saturday morning I wrote the letter to Wheaton, having been horrified with the deadness of the place. Back in Cambridge on Sunday night, I was helping to put together MIT's new movement magazine, "Up Against the Wall Street Journal." I showed a copy of the Wheaton letter to a Wellesley friend and her feelings were that I had made Wellesley look too good. I decided that it wouldn't hurt to attempt to shake up Wellesley a little also. Hence, the letter to Wellesley. I originally intended to sign the letter as being from Harvard and to compare Wellesley to Radcliffe, but I felt that this would be like comparing Twiggy to Raquel Welch. Also, the veracity of a pseudonym from Harvard would have been too easy to check. Being a good brother-sister combination, Brown and Pembroke served my purpose. (I also must confess to taking advantage in reverse of an amount of elitism which I find to exist at Wellesley.)

Having frequented Wellesley for social, business, academic, and sometimes political reasons over the past five years (including one term in class,) I think I am fairly qualified to say that a very large number of you are not doing too much with your often empty heads. The prevalence of your free day image is not the fault of your publicity office. I have photographed for them for the past year and a half and they are trying very hard to publicize the few good things (Upward Bound, Ethos' programs) that have been done at Wellesley lately. True, a large part of the trouble lies with an incredibly prudish administration which is so concerned with alumnae reaction (and inevitably, funds) that it would not allow the girls to vacate their rooms for coed week. (At Wheaton, at least, we had two or three dorms and unenforced parietals.)

The real cause of your case of the Blahs is not an irrelevant college, but irrelevant collegians. — Like the eighteen girls who presented their friends with a $700 black-tie party at the Cambridge Boat Club. At a party of 200 people, the only black face was that of my partner —I had been "invited" to photograph the party. He was amazed when I told him that I was surprised that there were no other blacks there. (It is conceivable that a couple of token blacks had been invited and maybe had refused to come, but I don't know.) . . . Or the girl who told me about a major decision that faced her when underclass women were allowed cars: should she bring to the campus "Daddy's" spare Peugeot or should she have him buy her a new car . . . Or the girl who wrote in "Waban II" that there was really no reason for diversity at Wellesley because the students who would be admitted in the new recruiting drive (specifically "black ghetto dwellers") might not find Wellesley's offer of a "delightful experience" to be practical. (Somehow these same people never seem to consider that capitalism might not be "practical" for the Vietnamese.) Nancy Scheibner correctly responded that this was "an example of reactionary thinking on the economically and psychologically educated level." I call it elitism. To borrow from a subsequently published suggestion, unbolted chairs are useless when occupied by bolted minds.

Lest this letter be misconstrued to be manifesting a personal vendetta against Wellesey. May I point out that I have a great deal of respect for the multitude of exceptions to my criticisms. Hopefully, these people especially those of whom I can call my friends, know who they are and are working on the others.

As I write to Wheaton, I wish I could say that these letters were a hoax. Unfortunately, they are not.

For an example of Wellesley's relevance, come to Hoop Rolling this coming Saturday morning.

Sincerely,
Owen Franken
MIT '69

Transfers Evaluate Wellesley

by Paula Silberthau '72
and Joanne Curlis '72

Donna Dow, '70, transferred to Wellesley after her freshman year at Bucknell, a small co-ed school in Pennsylvania. She felt the "frustration of not being able to get off campus and into the city." She also disliked the fraternity-sorority oriented atmosphere, the "compulsion to conform, the stereotype." At Bucknell there was too much stress on parties:. "fraternity parties twice a week are deadly." But at Wellesley, Donna has found "no forced dating." "I'm beginning to think I'm the only happy person here. There's a chance to be what you want and think what you want."

Donna feels that having guys in classes is not too important. We are "spoiled by the caliber of Harvard, MIT . . . often boys aren't as fast as girls are . . . (They make) negligible contributions to class. They aren't as much at ease in liberal arts courses." Class atmosphere is "a continuation of high school," where the "majority of guys will be quiet." Here the guys are "super-intelligent," but such is not the case at most co-ed schools. "The idea that this would become a far more intellectual atmosphere (with guys) is a dream."

Another Shie

Susan Shea '70, transferred to Wellesley after her freshman year at Emmanuel, a four year Catholic women's college. She realized it may be poor academically compared to the seven sister schools, but it was "worse than I expected." She applied to both Radcliffe and to Wellesley. "I wanted the Boston area. Really wanted to go to a university." When she applied to Wellesley she actually had "no definite ideas" of what she wanted. "I still think that academically it's a good school . . . but if I had to do it over, I wouldn't go here. I would have rather gone to a university . . . more research oriented. To be somewhere where really new research is going on." Susan would like a more liberal atmosphere: "I dislike it (Wellesley) to the degree that it tries to control your life."

"Some people would like you to believe that when you came to Wellesley it changed your life. That's not true." Susan doubts how much any specific institution will change the student since it is the student who must create her own life. "Of course, to a great extent others (Yale, Harvard) are better," yet they can't force you to become someone else; they can only help. "Everyone says the colleges aren't real. But how do you decide what is real? . . . Some people seem to say that suffering is the only real thing. . . . But in their own way, students do suffer, do have problems at college." She thinks that perhaps the question of Wellesley being an unreal society should be re-evaluated so that students start thinking more precisely about what they're complaining about. Girls that want to leave but who can't should stop just criticizing and, instead, try to adjust, get into Cambridge more, try to get active. "It is not exactly pleasant to be in a place that everyone is trying to get out of."

Picked for Size and Location

Elizabeth (Beth) Gray '70, transferred to Wellesley from Boston University after her freshman year. At B.U. Beth found herself spending most of the time off-campus with friends at Harvard or in Boston, and not finding her own group at BU. Basically, she feels she "misjudged BU." Wellesley was picked largely for its location and smaller size: "After I'd been in Boston I didn't want to move that far away." However, Beth hasn't been wholly pleased at Wellesley. "Perhaps now I'd be happier at a place like BU."

She was out of school third term last year and first term this year to travel and work." "I felt I was learning a lot more when outside, on my own." Beth wants more flexibility, "no more tow-the-line assignments or 'I'm threatened' pressures" of having to prepare for each class, or else. She would prefer lecture classes, for "then people wouldn't have to keep pretending, covering up the fact that they haven't finished the assignment yet." At a lecture there'd be "less wasting of time."

Beth's discontent is not focused just on Wellesley. "I wouldn't feel very easy in any school . . . in fact, I wouldn't have gone to school period if I had to do it again." Actually, "coming to Wellesley taught me it really doesn't make a difference; although I was happier here than freshman year . . ."

For Liberal Arts

Linda Stark, junior from Stone, spent her freshman and sophomore years at Northeastern in Boston. She came to Wellesley to get a more liberal arts education, as she had been in the bachelor of science program and desired the B.A. opportunities Wellesley had to offer. Before coming to Wellesley she hadn't known much about it, except, she says, what she had read in the catalogue. She was also attracted by the campus. The liberal arts education Wellesley had to offer also enabled Linda to take many varied and interesting courses outside her math major.

Her impression of Wellesley has changed, as she has found the girls more friendly and less snobby than she had thought they would. The work is not as hard as she expected, and she doesn't feel that the work load is any more difficult than the one she was carrying at Northeastern. She wishes she was still in the city, and she also says she misses co-education a great deal, urging Wellesley should "definitely go co-ed."

A 'Better Education'

Kim Zuzelo, another junior from Stone, is new this year from Ohio Wesleyan. She came here to get a "better education," and knew only what she had read in the catalogue, as she had never visited the campus. Kim has found the girls more friendly than she had expected, although she says she is astounded that you can spend a whole semester in a class with other girls and never know their names.

Kim says she was disappointed to find the classes at Wellesley are not very stimulating and a great deal of the work is tedious. The class discussions are not as avid, partly because of course structure, partly because the classes are all girls. Kim says, however, that the girls at Ohio Wesleyan talked less in class and in discussions than they do here.

By the experience of transfering, Kim feels she has gained a much more detached view of college. "I've learned more what a college education means, what it means to be a part of a college community"; and she continues, "I don't think I'll ever be impressed again by where a person goes to college, but by what a person has done with that education."

Lisa Greenwood, a sophomore from Beebe, decided to come to Wellesley from the University of California at Santa Barbara, for a change of scenery. Wellesley, she feels, offers better academic opportunities, and Lisa prefers the smaller, more personal experiences a small college like Wellesley can offer. Lisa, like Linda, also likes the campus and says she was very impressed with the admissions department when she visited for an interview.

The small girls' college atmosphere is what Lisa prefers, but she feels boys' opinions are valuable to class discussion. "Unfortunately," she concludes, "girls are often intimidated by boys when they are in a classroom."

Wellesley Girls to Transfer, Finding New Haven as Coeds

by Anne Treidlerock '70
Martha Wasson '71
Page Triffolt '72

"When deciding whether to complete their undergraduate education at Wellesley or Yale, most sophomores felt that the opportunity to forge the character of coeducation at Yale was irresistible," commented Mrs. Ansel Chaplin, dean of the class of 1971.

"I know we will miss these people," she said, referring to the 28 sophomores who were admitted. Twenty-one freshmen were also admitted. However, she also feels that some of the more active girls' leaving will open up potential leadership roles for those who stay at Wellesley.

"Yale rejected people whom I feel were outstanding, some of the most outstanding in the class." At the same time, she added, "They didn't accept all super-stars." Three Vil Juniors and a number of campus organization leaders were among those chosen.

Mrs. Chaplin explained that most Yale transfers were essentially happy at Wellesley. "Sophomore after sophomore came into my office and said that they just could not pass up the opportunity to apply," she explained. Over half who applied and who are going were motivated by academic reasons, i.e. the desire to enter fields which were strong at Yale but limited or nonexistent at Wellesley.

Mrs. Chaplin plans to ask next year's Yalies their reasons for leaving. "If we're thinking about change at Wellesley, their comments would be helpful in terms of directions in which we need to move," she suggested. More important than coeducation, Mrs. Chaplin feels, was the opportunity to attend a large university, with Ivy League quality and prestige, in an urban environment.

Also absent from next year's junior class are girls who will be transferring to other schools or who will join special programs for drama at Dartmouth and critical languages at Princeton. As of April 29, only five leaves of absence had been requested.

Wellesley led admissions in Yale, with 49. Next came Smith (48), Vassar (26), Mount Holyoke (19), Cornell (13), and Barnard (12) according to the Yale Daily News, Apr. 22, 1969.

News interviews with girls going to Yale next year revealed certain recurrent sentiments. One sophomore cites her dissatisfaction with Wellesley's intellectual atmosphere, and the appeal at Yale of an Urban Studies Program, of the opportunity to help create a situation which will serve as a model for coeducation at other schools and of the informality and willingness to talk which a coed school should offer.

Lydia Wegman '71 is transferring because of things which are wrong with Wellesley, not because of the false assumption that boys bring smartness. She dislikes Wellesley's lack of intellectuality and openness and few programs to take semesters off. Cindy Zollinger '71, a math major, is excited about the opportunity to be in the first class of women at Yale. Courses at MIT have emphasized how essential it is for her to be in a coed institution.

Ellen Kandolan '71 is "attached to Wellesley" and is "not really leaving here adamantly — rather going someplace else." A philosophy major, she is hoping there will be more stimulation at Yale, although "the classes may be larger." Mary Pearl '72 will be able to take Portugese and study Brazil as part of her Latin-American studies major, something she is unable to do at Wellesley. "It will not necessarily be better, but it will be a different experience," she concluded.

Dee Howard '71, English major, finds little fault with Wellesley's teaching. On the contrary, she "regrets leaving dedicated professors who have generously shared their time, enthusiasm, and understanding, and leaving accessible and concerned deans." She is leaving because of "the intellectual and social implications of a single sex education."

European Fellows To Come to College

by Pat Nicely '71

About 20 new foreign students, including four Western European Slater fellows in American studies, will enter Wellesley in September.

Elizabeth Blake, Foreign Student Adviser, said that this figure represents an increase over last year's number of 15 foreign students, but that most girls still are coming from the Far East. The figures do not include Canadian students or foreign citizens living in the United States.

Summer Abroad, Too

The Slater Fellowships for 1969-70, made possible by the grant of $20,000 from Mr. and Mrs. Ellis D. Slater, are offered to four foreign girls for a year at Wellesley in American studies. In addition, money is provided for full scholarships for two Wellesley girls to participate in the Junior Year Abroad program, and also for Wellesley juniors to travel during this summer in preparation for honors (370) work next year. So far, four juniors have applied for travel funds, which they plan to use for various kinds of expenses, ranging from buying books to paying university tuitions.

The four European fellows, who will be affiliated with the senior class but will not be degree candidates, will come from Finland, Switzerland, France and Spain. They will be required to take only six units of work at Wellesley, Miss Blake said, in the hopes that this will leave them more time to participate in the college community.

Regular foreign students, Miss Blake said, are often too busy with academic work to participate in other activities. The Slater fellows, though, have agreed to contribute to the college community as a part of their contract.

In addition, Miss Blake emphasized the responsibility of Wellesley to these girls. "It may be for some of these girls the only experience they have in the United States. They will go back and become teachers and university lecturers in American literature, etc., and will base their feelings about the United States on this year at Wellesley.

Because there will be so many foreign students, as well as a great number more American transferees to Wellesley next fall, the Freshman Orientation Committee has appointed Jane Oonk, '71 to lead a special orientation program for these new students.

Williams Weekend Gives a Damn

by Pat Nicely '71

About 250 visiting students, of whom 25 were women, met at Williams College last weekend for a three-day conference on the urban crisis, Give-A-Damn Weekend.

The students, who represented private New England colleges, predominantly Smith, Mount Holyoke, Wheaton, Vassar and Wellesley, along with Williams men, were addressed by three major speakers, Senator Edmund Muskie (D.—Maine), the Rev. William Sloane Coffin, and Arthur Fletcher, whose recent appointment as Assistant Secretary of Labor has not yet been confirmed. They also saw several films on urban problems and participated in discussion seminars directed at what they could do, both this summer and after graduation, in American cities.

A fourth speaker, Mayor Richard Hatcher of Gary, Indiana, was unable to attend.

The program began Friday afternoon with a speech by Senator Muskie, in which he emphasized the potentials of the college generation in urban affairs. Afterwards, there were two showings of a film, "The Jungle" made by a black Philadelphia street gang about themselves and their lives. Former gang members were present to lead discussion afterwards.

Resurrection

Students sat in the aisles and on window sills in crowded Chapin Hall Friday evening to hear Coffin speak on "The Demand of Resurrection." Admitting that his "Judeo-Christian slip is showing," he asked his audience to look for the demand rather than the promise of American life, and challenged them to accompany insurrection with the values of resurrection: to realize that the "demand of God is not self-denial but self-fulfillment."

Coffin, former chaplain of Williams and presently Yale chaplain, is now appealing his Boston jail sentence for conspiring to resist military induction. When asked about his case he replied, "If we don't win at this level we probably won't win." But he added that perhaps in time such as these people should plan on spending part of their lives in jail, that people should expect to suffer, and should just be glad that most of their suffering comes from outside of themselves.

Coffin received a standing ovation, but by Saturday it was clear that the most talked-about speaker of the conference would be Arthur Fletcher. Fletcher, who grew up in black ghettos across the country and worked as a professional football player, ice-carrier and teacher before entering full-time public life, has been responsible for a number of urban improvement programs stemming from his basic concept of a Neighborhood Redevelopment Corporation.

Neighborhood Corporation

Fletcher's highly successful pilot project in East Pasco, Wash., involved the formation of a develop-

(Continued on Page 12)

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Upward Bound Student Looks To Summer

by Brian Lane

Ed. note: Brian, a junior at the Boston Latin School, is a participant in the Upward Bound program and member of the journalism interest group. The following is a composite of two articles.

The M.I.T. Upward Bound Program will be coeducational and residential at Wellesley this summer. Fifty boys and twenty girls will be coming out to the Wellesley campus. They may possibly use Beebe and Shafer as their living quarters for the five day week program starting July 7 and ending August 15. Everyone will come home for the weekends, but it has not been decided whether to come back on Sunday night or on Monday morning.

The buildings that we will probably have access to will be the two dorms, Founders, Whitin Observatory, Shakespeare, the Ree Building, and also Lake Waban for swimming and possibly boating.

Educational Summer

The curriculum will include courses in Math, Humanities, Social Science, Science, and Art. Everyone will have to take a course in each of these subjects. If set up well, the subjects will result in a serious and educational summer for the boys and girls in the program.

The evening activities will be involved mostly with counseling, guidance and study. In counseling there will be discussions which cover the program and its problems, and various social problems. Later in guidance there will be discussions and talks given pertaining to college. There are also trips planned for students to go to certain college campuses throughout the summer. The last period will be a study to do homework and other personal and classroom research.

Field Trips

There will also be field trips during the summer, although the number and places have not been thoroughly discussed yet because of money problems. The Wellesley students and the Wellesley town clergy are doing what they can to raise funds.

Last but not least, the sports for the summer will include tennis, baseball, swimming, boating, basketball, and any others that will be figured out in a coed-residential program.

It was announced Sunday, April 27, that Dr. Louis Menand III will not be the Director of the M.I.T. Upward Bound program this coming summer. Dr. Menand will be moving up to be the assistant to the Provost at M.I.T. He will still have some jurisdiction over the M.I.T. program, but he will cease being the Director as of June 1. Dr. Menand has been Director of the program only fourteen months, but in that time the program has gone through a complete change from a science program to a more serious and school-related curriculum. He will stay with the program, working with the new staff and Wellesley officials concerning the summer plans until a new Director takes over the program.

Columbia Bears Fruit; J. Kunen Writes 'Strawberry Statement'

by Martha Wasson '71

"My question is a simple one: who am I to write a book? I don't know. I'm just writing it. You're just reading it. Let's not worry about it," explains James Simon Kunen, author of The Strawberry Statement.

The author, born in Boston, Mass., Sept. 23, 1948, attended Phillips Andover Academy and is currently a student at Columbia College. His reflections on youth college, the world, and himself often eloquently capture the Zeitgeist.

Best Years?

"I should like to point out immediately that just because I happened to be born in 1948, it doesn't mean that what I have to say as a nineteen-year-old is worth any more than what nineteen-year-olds had to say in, to pick a year at random, 1920. To say that youth is what's happening is absurd. It's always been happening. Everyone is nineteen, only at different times," he writes.

Yet what he says is unique: "My friend and I became preoccupied with the common nostalgic assertion that 'these are the best years of your lives.' We would accept the fact that the college years are exhausting, confusing, boring, troubled, frustrating, and meaningless — that we could take in our stride: we'd seen hard times before. But that everything subsequent would be worse was a concept difficult to grasp and once grasped, impossible to accept."

The Revolution Biz

But acceptance is not James Simon Kunen's "thing." He writes, "Isn't it singular that no one ever goes to jail for waging wars, let alone advocating them. But the jails are filled with those who want peace. Not to kill is to be a criminal. They put you right into jail if all you do is ask them to leave you alone. Exercising the right to live is a violation of law. It strikes me as quite singular."

He clearly defines his niche. "My father talks about the bad associations people make when they see someone with hair. I come back with the bad associations people make when they see someone replete with a shiny new Cadillac that looks like it should have a silk-raimented coachman standing at each fender. But as for bad vibrations emanating from my follicles, I say great. I want the cops to sneer and the old ladies swear and the businessman worry. I want everyone to see me and say, 'There goes an enemy of the state,' because that's where I'm at, as we say in the Revolution biz."

One More Chance

He reflects on the early stages of the crisis at Columbia and his role in larger issues. "Everyone is organizing now — moderates, independent radicals, Liberated Artists, librarians. And the Yippies are trying to use the University for evicting us from our homes which we owned by virtue of squatters' rights. You can hardly move for the leaflets here. Except at Barnard. The Barnard girls are typing their papers and getting ready to go to Yale for the weekend . . .

There are those who want an armed Revolution and I am not one of them. Not just now. But I do have a statement to make at this time, gentlemen. Since the First Republic of the United States is one hundred and ninety-two years old and I am nineteen, I will give it one more chance."

Tree Day Topples, To Bound Upward

by Wendi Beiser '72

As the academic year draws to a close, the College community discovers that once again it is time for Tree Day. Traditionally, it is a day replete with time-honored ritual. Tree Day Mistresses in long, flowing gowns, dancing on the green, the singing of the Alma Mater, the spade skit and race for the freshman tree, and finally the rivalry of the four class crews sum up the ceremony which has evolved since the first class planted a tree as a gift to the College.

All this week, sleepy students in the dorms by the lake have been awakened by echoed shouts of "and . . . up" carried to gabled windows by the fresh morning breeze as the classes practice on Wnban. The crews will race as usual this year but, aside from that, Tree Day has a new look.

Tree Day's New Look

Due to the proximity to exam week of the day set aside for Tree Day, May 17, much of the ceremony has had to be revised for lack of planning time. The more important change this year, however, is the sense of purpose in the air when Tree Day is discussed. The four-class commitment to one of the College's most outstanding programs has resulted in 1969's Tree Day for Upward Bound.

The activities of the day will commence with a 12 p.m. picnic on Severance Green with the proceeds from the sale of sandwiches and other refreshments going to aid the summer residential program of Upward Bound. The four classes will then line up by the Chapel at 1:15 p.m. to march to the lake where at 1:30 p.m., the ceremony of the tree by which the freshmen become officially the Class of 1972 will take place. The organized festivities will conclude with the 2 p.m. crew races.

All members of the College are urged to put aside their studies for the afternoon and to come out to enjoy spring on Campus. Students are also entreated to forgo the culinary delights of the dorm kitchens to eat a picnic lunch for the benefit of Upward Bound. It may be true that progress is eliminating many of the delightful traditions of the past, but a good turnout for this year's Tree Day may help to institute a new, perhaps more worthwhile tradition at Wellesley.

Polk Criticizes Categorizing; Defines 'Uniquely Qualified'

(Ed. Note: The following is a statement from Mr. Donald L. Polk, Director of Special Programs).

The fall of 1969 will usher in an exciting period in Wellesley's history. Social, academic, and ethnic diversity will become a reality through the Class of 1973. Anticipation of this period fills the spring air and the catchy phrase "unique qualified" has captured the imagination. But like a city in wartime, the imagination once captured is necessarily also held under control. Thus we offer this brief statement to dispel if possible certain inaccurate and inappropriate assumptions.

In September some portion of the 43 students will come to Wellesley having need for academic, financial and personal support. This heterogeneous group was selected because they have certain areas of disadvantage as well as real and identifiable abilities. They were identified not only in terms of their own qualities, but also in terms of Wellesley's ability to provide experiences leading to growth and to a degree reflecting the same excellence as achieved by all our students. As a result deliberation for admission tended to focus more on the contributions a student could make to her own future and to the college than on what she lacked or would require of us. Nevertheless, Wellesley is committed to meet the needs presented by these and other students.

they will be approached on an individual basis. Efforts to draw forth "uniquely qualified" defy grouping their strengths and to meet their needs will take into consideration their uniqueness. Tutoring, when necessary, will be on a one-to-one basis; however, we fully expect that some students in this classification will need no tutoring at all. It should also be noted that through the Office of the Director of Special Programs all Wellesley students seek tutoring. There will be study clubs which will emphasize the basic principles of a subject, and these clubs too will be open to participation by the general student body.

Tutors Sought

Tutors and study club leaders are being sought from among the students and faculty. Interested parties should contact Mr. Donald Polk in the Dean's Wing of Green Hall. They will receive a detailed description of the program, and their names will be included in a resource file for the fall. It is emphasized that they may be asked to assist any student and that this service will not be for uniquely qualified students alone.

I am anxious to contribute to the kind of atmosphere on campus in which the term "uniquely qualified" becomes a convenient phrase of the past, or one which is used for administrative purposes only. It is with this intent that I seek to have it dropped from the Wellesley list of most used terms. We seek an atmosphere which deals with people as they are rather than through categories or symbols. This kind of environment will allow all of the freshmen to progress at a rate commensurate with their abilities, without undue pressure or embarrassment. My experiences with Wellesley students and faculty lead me to feel that they can accept differences without a need to have them justified.

It is my hope that Wellesley College will move toward diversity with comfort, so that a student who is different need not be considered special. It is my hope that in the future we can accept students who need academic, financial, and personal assistance not because of our special programs, but because such services are available to all students. I am confident that we are moving in that direction. This fall will demonstrate to what extent we can do so as a community.

clashing cymbals

by Robert Littero
Guest Reporter

(Ed. Note: The author is a junior in high school. The story was originally printed in GET TOGETHER, the Upward Bound newspaper.)

the king, the castle, and the maidens,
a social comment in cymbalism

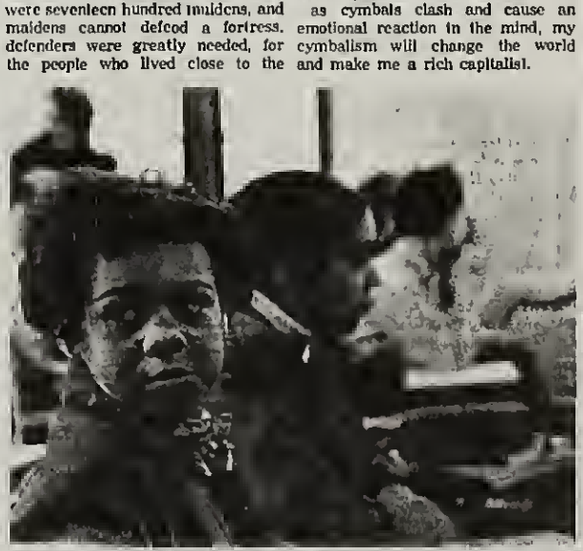
once there was a castle, three and one-half leagues from the big city. and a beautiful castle it was, sprawling over four hundred acres of good land. this castle had a large lake on which to sail and fish, and wildlife was plentiful in the nearby forests, from which a good crossbowman could bring home food for a feast. but alas, the inhabitants of this castle were seventeen hundred maidens, and maidens cannot defend a fortress. defenders were greatly needed, for the people who lived close to the castle didn't like the king or his lord, dukes, etc., who ran the castle. lo and behold, the king and his court decided to bring twenty-seven able archers from the big city to defend their castle . . . but sorrowfully, the king, court, and subjects looked with contempt upon their defenders after they had completed their purpose.

An Explanation

for those who can't figure the story out:

wellesley college (castle) wants to improve its community-college relationship so the administration (king, court, etc.) decides to start an upward bound program. but, after the city kids improve this relationship somewhat, everyone starts to look down upon these (defenders).

as cymbals clash and cause an emotional reaction in the mind, my cymbalism will change the world and make me a rich capitalist.



So this is what College is really like—College Orientation Program participants sit through a class.

TENNIS TOURNAMENT

Last Saturday Wellesley hosted the annual Seven Sisters Tennis Tournament in which Vassar, Radcliffe, and Barnard took part. Each school sent two people as singles and two doubles teams. The tournament was played as a round robin.

Wellesley's two singles players, Malo Paul '71 and Melissa Dempsey '71, won every match they played. The doubles teams, Sue Klem '71 and Holly Drew '71 as the first team and Adele Wick '72 and Nancy Nielson '71 as the second, won enough matches so that Wellesley and Vassar tied for first place again, as they did last year. Radcliffe came in third and Barnard fourth.

Harvard's Winthrop House will sponsor a concert-mixer on Fri., May 2, featuring the Bead Game. It will be held from 8:30-11:00 p.m. in the Freshman Union. Tickets cost $1.50 apiece and will be available at the door or at the Harvard Coop. For more information call 354-6377.

The New England Women's Liberation Conference will be held Sat. and Sun., May 10 and 11 at Emmanuel College, Marianne Hall, 400 Fenway. Registration will take place at 9 a.m. on Sat. and the program will begin at 10 a.m. on Sun. Workshops will be held on both days. Some of the topics for discussion include: "What is female liberation?" "Women and control of their bodies," "Capitalism and the position of the female," and the "Role of psychology in oppression of the female." The conference will be restricted to women except for films to be shown on Saturday night. For information, call Judy Ullman at 567-2776 or Paula Dorest at 643-4337.

HAVE YOU ANY VIEWS OF THE WELLESLEY SCENE?

The Publicity Office is looking for student photographs to use in next year's catalog. Far out or way in, they'd like to see your pictures. Full credit will be given for those used, and all will be returned if your name is on them. Bring or send them to the publicity Office, Green Hall.

Abrams Collection to Survey Sensibility of Dutch Baroque

by Sue Reinemann '70

Variety promises to captivate anyone entering Jewett this month. Beginning May 4, a major exhibition of seventeenth century Dutch drawings will enliven the gallery. "This exhibition will present to the public for the first time what is probably the most important collection in America of drawings from the age of Rembrandt, assembled by Malda and George Abrams of Newton, Mass.," according to Mrs. Franklin Robinson, museum director.

Because of the interest of this display, an extensive catalogue has been prepared with full-page illustrations of the drawings and helpful comments on each by Franklin Robinson, instructor of art. In addition to this catalogue, which is on sale for $2, there will be gallery talks by Mrs. John D. Kern, Mr. Robinson and several students.

Impressive Survey

"Perhaps the most striking aspect of this assemblage of drawings is its variety," notes Mr. Robinson. "At first sight, this would seem an unlikely statement; although the Abramses have collected drawings in many areas, particularly the nineteenth century French, they have concentrated more and more on one century, the seventeenth, and one country, the Netherlands. Within this grain of sand, however, they have discovered an infinity of personalities and subjects."

The broad range of subjects depicted indicates the Dutch interest in all aspects of nature. Portrait heads reveal an understanding of individual character and dignity, while genre scenes add the vitality of peasants carousing outside a tavern or flirting while they drink or playing a form of croquet. Differences in style and mood mark the uniqueness of each artist represented. The restless calligraphy in a Mannerist figure drawing by Abraham Bloemaert contrasts with the bold pen strokes and simple patterns of wash in a Rembrandt follower's rendering of a brooding, solitary figure.

Perhaps the variety is best illustrated by the selection of landscapes. The Mannerist origins of baroque landscapes are revealed in the linear quality of Jan van de Velde's view of a castle. Jan van Goyen continues this tradition, adding his sensitivity to spatial and two-dimensional composition. A more massive effect is achieved by Allaert van Everdingen in his portrayal of the rugged Scandinavian landscape. Yet another tradition, Dutch classicism, is pointed to by several Italianate landscapes.

More Shows

In addition to the Abrams collection, four other shows will be exhibited simultaneously. Earl R. Flansburgh, lecturer in architecture, and his associates will use photographs and models to indicate their firm's architectural enterprises. In the Jewett corridor, recent acquisitions of the museum as well as contemporary prints by Robert Birmelin and Michael Mazur, arranged by Martha Levine '69, will be displayed. On May 9 at 10:30 a.m. Mr. Mazur, who is from Boston, will lecture on his own works.

Early twentieth century American prints from the Ashcan School will be on exhibit in the art library. The display is being arranged by five art students: Peggy Czyzak, Mary Day Kent, Frances Yost, Gail Marcus, all '69, and Caroline Mastin '70. They have also prepared a 16 page catalogue which is available at no cost.

"A Windmill" by Jan De Bosschop is part of the Abrams collection, photo by Hyman Edelstein

"Three Men in Conversation" by Jan van Bouckhorst comes to Jewett. photo by Hyman Edelstein

Wellesley to Open Child Center

In the Anne L. Page Memorial Building, whose school will close next month, the College will open its new Child Study Center, under the direction of the psychology department, in September.

The Center will include a small nursery school for three-and-four-year-olds, plus facilities for Wellesley students to study the various aspects of normal child behavior and development through observation and direct participation.

Open Center

Patsy H. Sampson, assistant professor of psychology, has been appointed director of the center, which will be open to all departments of the College. Educational director of the nursery school will be Geraldine H. O'Sullivan.

Commenting on the decision of the Board of Trustees to establish the Center, Ruth M. Adams, President of the College, said: "Child study centers have proved to be unusually successful on other campuses. They provide a flexible teaching arrangement in which undergraduates may observe the learning processes of young children. Wellesley's new Center will add important dimensions to our existing courses on child development."

Now Speak Aloud

Off-Campus Housing Plan Causes Dissension

by Gale Glazer '70

The question of off-campus became an issue of some importance last week. Students were recently informed that 30 seniors, chosen by lottery, could live off-campus next year. Given only a week or so to have our applications signed by our parents and in the Dean's hands, most of the dissident students became seriously skeptical of the College's willingness to undertake this housing "experiment." The necessity for parental signatures for persons over 21); the a source of irritation for some students (it is illegal to require parental signature for persons over 21), the statement that the decision to live off-campus was irrevocable angered others. Other students were disturbed by Mrs. Melvin's statement advising students to carefully consider their guilty role in displacing low-income families in Cambridge, while the Wellesley Administration seems to be doing little enough in providing adequate living conditions for its own employees. What concerned us all was how the College had arrived at the number 30, and just how inflexible this number might be.

At a meeting called by Pam Berg and Caldwell Hahn, both '70, it was ascertained that up to 38 students wanted to try the lottery. We realized this number was by no means indicative of the number of seniors wanting to live off-campus. We know that many girls believed they could not get parental permission within a week's time and that many were frightened about the irrevocable nature of the lottery. It was decided to send Pam Berg and myself to ask the Administration what would happen if over 30 but under 40 girls completed applications. The next day we saw Mrs. Marsh, who spoke to us at some length, and informed us that she thought 30 was an inflexible number. She also wondered why we took this matter so seriously. Throughout our talks with the Administration, that was one thing that really bothered us — the Administration's notion that this was a trivial problem, that living off-campus was no more important than finding oneself in Munger or Tower after rooming. Mrs. Marsh seemed surprised that we felt there had been no open discussion on this matter, that we felt we had no real representation on the committee drafting the housing proposal — when in fact three students on the committee were all CG officers (who themselves told us they felt they had a responsibility to uphold the Administration's decisions, although they were in sympathy with us) not wanting to live off-campus. We found out at that time that this proposal had been ready before Spring Vacation, although we had just received it. The reason for this delay was that it had to be approved by the Trustees who did not meet until April 17. In the meanwhile many of us wished we might have had that time to speak to our parents about the possibility of living off-campus, but at a junior class meeting Mrs. Melvin had said she saw no possibility of students doing this. We asked Mrs. Marsh why the committee had not been made public. I don't recall her answer. Then we went to see Mrs. Melvin, who abruptly told us that 30 was an "experiment" and 31 wasn't. Puzzled, we decided to try to see Miss Adams. We called for an appointment and were told this would be senseless because Miss Adams had no power. We found this very interesting as Mrs. Marsh had told us that the committee had recommended 50-100 girls be allowed to live off-campus, this proposal had gone to Miss Adams who had recommended 20, and the compromise had been 30. The question arose: if Miss Adams had no power, who did? We also found out at that time that it is next to impossible to see Miss Adams. The "responsive" nature of the bureaucratic structure of this college is such that students are referred to a committee, for in the case of Ethos, to Mr. Phibbs) which reports to Miss Adams, who then reports to the committee, who then reports to the students. These committees, interestingly enough, seem to be composed of CG officers (token student representation?) who feel obligated to a great degree to stand by the Administration.

Discouraged, but still wanting to go through "legal" channels, we called the student committee members. Pixie Loomis said she'd try to get us a meeting with the full committee. She called back to tell us this meeting could be scheduled and remarked that Mrs. Melvin asked her who she's been talking to. She mentioned our names and Mrs. Melvin had told her we were SDS radicals who just wanted to get a good spring issue! How amazing: the paranoia here makes it impossible to register a dissident opinion without being labelled an SDS radical! (Recall statements after the Derby Day protest.)

After talking to the other student committee members, who also expressed schizophrenic feelings about their position, a meeting was called for 9:30 that night. Betsy Barbour, Pam Berg, and Peggy Duhamel went to that meeting, and were told that 30 would be a flexible number if the number of applications was "reasonable." They asked if 38 was reasonable and the committee said yes, although discussion concerning the specific issues was very limited. We had planned to make a large issue of the nature of dealing with the administration, particularly if they had remained with their original inflexible position; but since this dramatization was not immediately necessary (and also because we wondered if Wellesley students would support it up to any appreciable degree) we decided to bring this all up later. Friday morning we were told only 27 students had filed applications — and hadn't we made a big fuss for nothing!

It is our opinion that not a big enough fuss was made. It is our opinion that the Administration and its "committees" should be called upon to justify their own actions and explain them to the student body; that in case of what we believe to be an unfair judgment or action, protest should be registered with those responsible for that judgment or action. It is both naive and dangerous for the Administration to believe we will silently sit by when we want information as to how a decision was reached and then want to discuss or change that decision. When there is no chance for discussion, there is only chance for action.

SEC QUESTIONNAIRES

SEC course evaluation questionnaires will be in the dorms by Fri., May 2, and will be picked up at the end of reading period by dorm reps. Co-Op Ed questionnaires for next year will be available Mon., May 5. Please return them to Kathy Raphael in Munger through the house mail by May 20.

ECONOMIC REPORT

Economics of Wellesley College . . . Should Wellesley charge $5000, instead of giving everyone a $2000 scholarship? . . . How are investments handled? . . . How does Wellesley manage her debts? . . . How can the productivity of Wellesley be measured?

Economics Senior Tutors report Thurs., May 1 (tonight), at 7:30 p.m. in the Pope Room.

Highlight of the '69 Spring Joint Computer Conference will be an electronic production, the "Computer Theatre." MIT photo

Multi Media Computer Drama Peers Into Unexplored ZONE

"Computer Theatre" will be presented May 14-16, in Kresge Auditorium at the Massachusetts Institute of Technology, as an artistic highlight of the 1969 Spring Joint Computer Conference of the American Federation of Information Processing Societies, sponsor of the event.

Under the artistic direction of ZONE, whose directors Harris Barron, Alan Finneran, and Ross Barron, who have been working under Rockefeller Artist in Television Grants at WGBH-TV (Boston Channels 2 and 44) this year, the new production will be staged by Joseph Gifford, with electronic music composed by Gerald Shapiro.

Varied Processes

A multi-media performance using synchronized light, color, image projections, mixed voice and sound tracks in combination with live staged action by twenty performers, "Computer Theatre" will explore a central theme of process, as it is found in the information-handling functions of man-machine systems, with particular emphasis on the development of higher-level complex processes from the combination and inter-relation of simpler processes.

Produced by Art & Technology, Inc. (ATI), a non-profit organization of individual artists, engineers, and scientists from the Greater Boston region which is pursuing a broad program for constructive interaction of art and technology, the event will not only enliven entertainment at the computer conference in Boston for visiting delegates, but will be open to the general public.

"Although we have had an active and varied program since last spring, the Computer Theatre event will be the first major cultural event produced under ATI's auspices," said Jack Nolan of M.I.T.'s Lincoln Laboratory, president of Art & Technology, Inc.

Meshing Light, Sound

Six performances will be given, at 8 and 10 p.m. on May 14, 15 and 16, in M.I.T.'s 1238-seat Kresge Auditorium. The open, projecting stage will be transformed into a sculptural multi-media environment alive with sound and light, while performers in instrumented costumes will carry stage-initiated actions into the audience area, using synchronized light and sound in interaction with events on the stage.

"Multi-media theater, with its use of light, color, image projections, mixed voice and sound tracks, in combination with live staged action, aims to evoke a direct audience experience which gains impact from its parallel appeal on perceptive, intellectual, and emotive levels," said Mr. Barron, one of the three directors of ZONE. "The contemporary art form, with its rapid information flow, simultaneity of events, and emphasis on direct multiple experience, evokes much of the character developments in the computer field. It provides an appropriate vehicle for creative presentation of ideas on the interplay of the sensory arts and the modern computer, both as subject matter and as the expressive means."

Yale Daily Surveys Transfers

(Ed. Note: The following article 1971, "I am majoring in math and appeared in the April 23 issue of the Yale Daily NEWS.)

by Jeffrey Gordon and C. P. Gagarin

WELLESLEY, MASS., April 22 — Yes, Elihu Yale, coeds are coming to Yale next year and both they and this University will have to adjust to one another.

After field research at Wellesley College, source of the largest (49) contingent of Yale transfers, the NEWS (editorializingly) reports that Admissions Dean R. Inslee Clark and Mrs. Elga Wasserman have admitted an admirable group of coed transfers: beautiful, brawny, and brainy.

We walked into the Shafer Hall living room to find 25 Yale-women-to-be arrayed before us. They were as eager to ask us what kind of girls were admitted as we were eager to ask them the same question.

More Wellesley Women

The girls were openly pleased that Yale took more transfers from Wellesley than anywhere else —especially Smith. (Yale accepted 49 of the approximately 110 Wellesley girls who applied.)

"What will the transfers to Yale be like?" we asked. "Transferring to a new community requires a different type of girl," answered Jane Kaplan, 1972, "more liberal, more outgoing."

The key factor motivating most of the girls to transfer was the desire to live in a male and female community.

"Many girls are using Wellesley as a retreat," said Miss Kaplan. "The artificiality of relationships does not particularly disturb them."

In Search of Community

The girls are coming to Yale in search of a sense of community, she added. "You cannot have a true college community when people are seeking elsewhere for relationships, when people desert a school on weekends," she said.

"Some girls are happiest when cloistered off from men; I'm not," said Mary Peart, 1972. "It's important to have some women's institutions; it's too bad to sacrifice Wellesley."

Besides desiring more normal social and personal life, many of the girls said they transferred to Yale because of academic concerns.

"The math department here is a bad joke," said Andrea Silverberg, 1971, "I am majoring in math and they want from Yale? What does Yale expect from them?

Pat Smith spoke for many with the answer: "We want to live at Yale and belong there, neither ignored nor taken for granted, but taken as objects of wonder."

Pixie Loomis, 1970, describes the "Wellesey 49" as "absolutely top-notch, the cream of the freshman and sophomore classes."

Husbands and Degrees

The girls agreed husband-hunting and degree-digging were not compatible. "I want to meet a guy, I suppose," one said. "But studying and socializing have been artificially separated at non-coed schools."

Although all the girls at the meeting said they planned to accept Yale's offer of admission they varied in their preconceptions about Yale.

"I'm worried about the bulldog, super-athletic, Mory's-member image some Yale men cultivate," said one junior-to-be. "I would like to help rid Yale of fraternities and secret societies."

Nancy Kaplan, 1972, was more optimistic. "There are a lot more radicals than three-piece suiters. I'm not worried about meeting men who don't consider girls solely Saturday night activities."

Kay Hill, 1972, was optimistic in a different direction: "I like the boisterousness at Yale — the spontaneity, the touch football, the obscentities, the arguing for the sake of arguing. It's not dull or colly."

The girls unanimously agreed they wanted to live in residential colleges.

"We want a real coed institution," said Miss Pearl. "Part of Yale's attractiveness is the college system. Why give up a girls' school to live in a girls' dorm?"

'Like Coed Week'

The girls said they preferred living arrangements "like Yale coed week." "There is not reason why women cannot be housed in the colleges by floors," said one member of the Class of 1971.

"We don't need physical isolation of girls, just the possibility for contact with each other," said another.

Most of the girls said they "welcomed" having men in their classes.

"I feel more at ease when men are in my classes," said Mary Posse, 1972. "Discussions are more vigorous and invigorating."

Janice Biderman, 1971, said girls "too afraid to speak up in a classroom discussion don't belong at Yale." Lynne Rulkin, 1972, pointed out an opposite, but equal, problem: "Some of the girls may be overaggressive in classes, trying to prove themselves to the men."

Same Anarchy

Next year the same anarchy Yale ides, painter-photographer, William Wainwright, sculptor-architect.

For further information contact Geraldine Sonderson or Gillian Wohlauer 267-9300 ext. 220.

Famous Poet, Literary Critic To Read Poems At Wellesley

"With poetry one is less sure than with anything else." So claims Stephen Spender in the introduction to his Collected Poems. Mr. Spender, to read his poetry at 8 p.m. Tuesday, May 6, in Jewett, seems as qualified as any to make that statement. The distinguished English poet and critic has produced several volumes of poetry including The Edge of Being, Poems of Dedication, and Ruins and Visions, as well as a play, an autobiography, and other works. He is presently co-editor of Encounter, a journal of literary criticism which he founded in 1953.

Political Themes

Mr. Spender has been known since the 1930's as part of a poetry movement concerned with political topics and displaying an interest in Marxism, psychoanalysis, and the "century of the common man" which they looked forward to. Although these themes enter into his work in such poems as "The Funeral," much of his work is far more introspective and personal. Such poems as "Elegy for Margaret" and others reveal the love and grief of an individual man rather than a social critic. Throughout his work, regardless of subject matter, Mr. Spender maintains a highly lyrical style, filled with fresh images and metaphors.

Tour to Visit Artists' Studios, To View Creative Processes

(Ed. Note: The following release was sent to NEWS by the Boston Museum of Fine Arts.)

A novel spring tour of artist's studios is planned by the Museum of Fine Arts' ladies committee for May 3. Painters, silversmiths, photographers, sculptors, ceramicists, printmakers and stained glass muralists with works in major museums and private collections in Europe, America and the Middle East are represented.

The tour offers a rare opportunity to see and discuss the creative process with each artist and to see the various steps he follows to complete his work of art. Some participants plan to be working on special commissions during the tour and others will be available to answer questions.

Advance Reservations

Advance reservations are required and tickets can be obtained from the members room (267-9300 ext. 269). Special rates are available for museum members, students and children. Directions and a complete description of each artist and his work will be provided with each ticket.

Participating artists are: Domenic Angelo, sculptor, Albert Alcalay, painter, David Holleman, stained glass studio, Robert S. Neuman, painter, Lili Saarinen, sculptor, M. William Boyhan, muralist, William H. Burnham & Sons, stained glass studio, Gardner Cox, painter, Addio Di Bicearl, sculptor, Vincent Ferrini, jewelry Impressions Workshop, printmaking, John & Constance Mortucci, advertising design studio, Gary Richardson, silversmithing, Steven Trefonides, painter-photographer, William

Stadler Asks Help

Pending approval by Academic Council next week, a new interdepartmental seminar, not listed in the Catalogue, will be offered at Wellesley next fall.

Tentatively titled "A Liberal Arts Education: The Critique of An Ideal," it will be taught by Mrs. Ingrid H. Stadler, associate professor of philosophy, and will endeavor to "offer the knowledge and designate the abilities required for placing in their context some of the important issues concerning the very idea of a liberal arts education which need discussion and deliberation at the present time."

The basic materials for the seminar will be original readings designed not to make the course an informational survey of theories but rather to offer the participants a common background from which to expand.

Mrs. Stadler emphasizes the need for seminar participants to decide for themselves how they want to conduct the course. She hopes to have many visitors to speak to the groups and to enlist the cooperation of WHDH-TV, Boston's branch of the National Educational Television network.

Since the course is not listed in the catalogue and has not been formally approved, Mrs. Stadler is eager to talk to any member of the College community who would either like to participate or who has any ideas or suggestions.

LEAVES OF ABSENCE

Forms for leaves of absence are available in the Deans' offices and in the Recorder's office.

ECONOMICS LECTURE

Susan Rose Ackerman '64, a senior staff member of the Council of Economic Advisors in Washington, D.C., will speak on the topic "Who Is Hurt by Inflation?" on Tuesday, May 6, at 7:45 p.m. in the Pope Room.

The Faculty Wives Club is having a spring-clean-out rummage sale on Wed., May 21, 3-5:30 p.m. Whatever proceeds there are will be donated to the summer Upward Bound program here on campus. Bring your discards to the Page School Playground anytime after 8 a.m. on the 21st. If it rains, the sale will be in the Alumnae Hall Ballroom. Faculty children will be selling refreshments. Everyone is welcome.

change
challenge
commitment

see you
next
year

Incipit Vita Nova...

Graham Debuts as 'Arthur' Author

ARTHUR, by John Alexander Graham. Harper and Row, New York. $4.95. To be released May 7.

Arthur is not James Bond, superhero. Nor is he Frank Bullitt, antihero. Arthur is Arthur Silverman, affable, likeable, non-hero: a 27-year-old Harvard Graduate student and amateur photographer who lives in a Cambridge apartment, drives a beat-up Volkswagon, eats roast beef sandwiches from Elsie's and takes his girlfriend shopping in Filene's basement. The only thing different about Arthur is that he also solves murders, and that he is the protagonist of a brand-new suspense novel by a brand-new novelist, John Alexander Graham, instructor in mathematics at Wellesley College.

Like his character, Graham's novel is familiar and likeable, an odd way to describe a murder mystery. But although his plot concerns the slaying of a Gloucester suburbanite and handles it in good, if rather routine, detective-novel fashion, the book is aptly titled. Graham's concern is for solving the mystery, but mostly for Arthur's way of solving the mystery.

Surprise Suspense

Graham's matter-of-fact technique takes even the reader by surprise. All along it seems so obvious, to everyone but Arthur, who the murdered is, until suddenly, whamI we realize our hero isn't so dumb, after all.

Graham's style is simple, easy, and straightforward. It is conversational to the point of adopting the conversational patterns of his characters at intervals. His settings are commonplace, and well-known to Boston readers; the unravelling of a murder mystery on familiar territory makes the novel that much more exciting.

Originality

Unfortunately, Graham extends this familiarity to most of his secondary characters, and it doesn't come off as well. His mop-toting landlady who lectures him continually on the dangers of "SLD" and "beatniks"; the well-dressed, bearded suspect in the Aston Martin; the sexy, unconventional suburbanite; these are all stock characters we've seen too often before. There are a few stock situations, too, such as a car chase through Boston traffic and a shopping expedition in Bonwit's, which also lack freshness.

All of these faults, however, can be rationalized as typical of suspense fiction, and redeemed by the overall originality of the novel's approach. Graham has a knack for not explaining any more than is absolutely necessary, which contributes to the success of the mystery and at the same time puts the reader on friendly, human terms with Arthur. It's as if by not explaining every detail of Arthur's life and thoughts, Graham has assumed that the reader knows and understands this character already. And he is right.

Part of this understanding stems from Graham's very young, very now approach. Who else but a young author would include in a murder novel a frustrated episode of battling with the Harvard bureaucracy over an ID card? And who else would refer to two look-alike members of the Gloucester police force as 'Tweedledum and Tweedledee'?

We hear Graham is now at work on a second novel. We'll be waiting to see it, and also to see something more about Arthur.

Wellesley to Get Snow Jobs; College to Revamp Buildings

by Louise Bedichek '72

The Wellesley campus will be undergoing a number of renovations this summer, reports Robert Schneider, Business Manager. The completion of Billings is scheduled for September, when it will house the Well, which will include the service counter and grill plus vending machines. Room f has been torn down and its furniture stored, but there will be plenty of space for it in the basement of the large, one-story structure which will connect the two parts of Billings. Billings will also have an auditorium which can double as a dance hall. A new entrance is being built facing the Library, as well as a terrace facing the tennis courts.

The theater workshop will get the old Well. The Page School is being converted into a child-study lab for the psychology department. There will be minor renovations in Pendleton and Sage, as well as snow control jobs and roofing repairs all over campus.

Time and Money

Many of the plans depend on time and money available. The possibility of a union strike this summer and the strain on the budget caused by increased faculty salaries and the Upward Bound project may cause some of the plans to be postponed. Installation of movable seating in some of the rooms in Founders and Green is pending a faculty committee report on the rooms with the highest priority. Mr. Schneider hopes that offices in Green will be renovated and that there will be additional space for the Admissions and Placement offices. If Academic Council, which has been trying out new meeting places, decides to permanently desert the Council Room, there will be additional space for faculty offices. Mr. Schneider also hopes for the improvement of the doctors' offices on the first floor of the old part of Simpson Infirmary.

Long-range plans include a complete re-supply of primary electricity. The high-voltage cable transformers are overloaded and antiquated. Mr. Schneider says that he lives in continual fear of an all-College blackout.

This is the Room F that was. photo by Lin Tucker '71

Dormitories

As for the dormitories, Munger is scheduled for a complete repainting and refurnishing this summer. The masonry of the upper floors of Tower Court is to be rebuilt to stop leakage. The carpeting of the public rooms of Beebe will be replaced. The exterior of the new dormitories will get a paint job, and a kitchenette is planned for the Head of House in McAlee. There has been a gift for planting in the Quad. A consultant is presently studying the food service in Severance and Tower Court, and the screens in Severance are expected to b repaired. Shafer will get no renovations as it will house Upward Bound this summer.

Asked about the cost of locks on doors, Mr. Schneider estimated that they would cost approximately $20 a door, three-quarters of that amount being for the carpentry labor. The Residence Office reports that there are 1,388 student rooms on campus, from which one could estimate the cost to the College of putting locks on all doors to be $27,760.

FACTS ON FORDS

(For anybody who's going to buy a car this month)

When Chevelle comes up against Ford Fairlane why don't they mention wheelbase, trunk space, headroom, performance or sale price?

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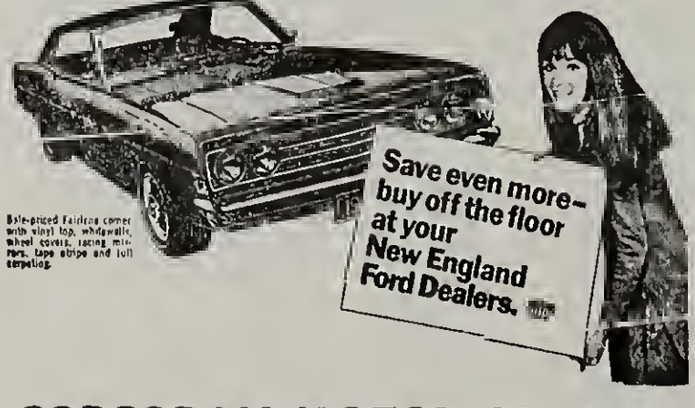
FEATURE	FORD 2-Door Fairlane	CHEVELLE 2-Door Sports Coupe	COMMENT
WHEELBASE	116 in.	112 in.	Ford is practically a whole class ahead
TRUNK SPACE	16.2 cu. ft.	14.6 cu. ft.	Face it—Fairlane's just a bigger car
LEGROOM, rear	33.7 in.	32.5 in.	Why not stretch out?
HEADROOM, rear	36.7 in.	36.3 in.	Why not be comfortable?
ENGINES	250 to 428 CID	250 to 396 CID	Ford has a wider cu. in. displacement range
MILES PER GALLON	19.8	18.7	1969 Pure Oil Tests
ACCELERATION (25 to 70 MPH)	10.80 sec.	12.265 sec.	1969 Pure Oil Tests
BRAKING (from 65 MPH)	189 ft.	214.5 ft.	1969 Pure Oil Tests
TRACK RECORD	13 NASCAR wins in '68	0 NASCAR wins in '68	Visit your Ford Dealer's Performance Corner
SALE PRICE	Save up to $101	None	With popular options



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YR Caucus Supports the Pill; Foresees Larger MYRA Role

by Ellen Carlson '70
Guest Reporter

Saturday, April 26 the Massachusetts Young Republican Association held its annual convention at the Hotel Lenox in Boston. Wellesley delegates in attendance were Ellen Carlson, Clare Mankowski, and Julie Jackson, respectively president, second vice-president and social chairman of the Wellesley College YR Club.

The main event of the morning was an appearance by William Baird, controversial birth-control advocate, sponsored by the college division of MYRA. Following his presentation, the college caucus adopted a resolution supporting his campaign to update the birth-control and abortion laws in Massachusetts.

The afternoon began with a long resolutions session, among whose final products was a petition to the General Court of Massachusetts seeking the erection of an appropriate memorial to the services and leadership with which Dwight David Eisenhower provided the United States and the world during his lifetime. It was unanimously accepted. The afternoon ended with a large reception for Massachusetts Senator Edward W. Brooke who also gave the keynote address following dinner. At that time he stressed the need for unity both in the Republican Party and in the country as a whole, scoring those whose irresponsible dissent could retard the progress being made in Paris and elsewhere at the present time. He also suggested that one of MYRA's major efforts be directed at dispelling the grossly-distorted image of Republicans as wealthy, ethnocentric, and unconcerned which still lingers in parts of our society today.

The main convention business, adoption of a new constitution and election of officers, then began, destined to run until the wee hours. The constitution was revised so as to give more YR's a greater role in policy-making than has heretofore been possible. All three of Wellesley's delegates were elected to various state offices. Ellen Carlson was elected national committeewoman and delegate to the national convention in Chicago, July 6-11, 1969. Julie Jackson was elected to serve on the state executive board and as an alternate to the national convention. Clare Mankowski was selected as an alternate delegate to the national convention also.

It was hectic and it was long and sometimes it was boring, but this was politics at its most political. All three delegates consider the convention not only a valuable learning experience, but also proof that there are opportunities for us, while still at Wellesley, to become actively involved "in the outside world."

The 1969 issue of KEYNOTE has just been published and distributed to every dormitory. However, support of the college literary magazine has been similar to that of past years: poor. Cheryl Lawson '69, editor, emphasized that the Critic Board and editors, in planning the magazine solicited material only from Wellesley students. The magazine represents the best material of that submitted to KEYNOTE by Wellesley students; hopefully, college support of the magazine will indicate that the college does want a publication of arts, poetry, fiction, drawings, photography, from its own students — and that it believes that there is enough material from Wellesley students to keep such a publication alive. If you would like to support the '69 KEYNOTE and the policy it has adopted in creating the magazine, please see your KEYNOTE representative, and buy a copy!

Now Speak Aloud

Film Society Fights For Life

by Liz Coffin '70

Speaking as the President of the Film Society, I wish to say that film showings at Wellesley are deplorable. I receive complaints from all sides: the faculty, the students, and interested administration. Yet paradoxically the complaints are flowing thicker and faster because more films are being shown on campus than ever before. In any given week of this term there has been a feature-length film shown Monday night for Mr. Garis' MIT film course, Wednesday night for Mr. Robinson's film course under the sponsorship of the Experimental College, Friday and Sunday nights for the Society's series, and scattered in-between films sponsored by the various departments, particularly Psychology and Sociology, not to mention educational shorts shown during class hours. This activity takes a great toll on the present equipment and personnel.

At the moment there are only five students who project film regularly, of which two do 70% of the work, putting in at least six if not ten hours a week. They know that if they say they can't project a film because of the normal demands of papers or hourlies on their time, the film will not be shown. They don't say no, because they are interested in film and want more and better films shown on campus. However they are not professionals; they did not come to Wellesley to be full-time projectionists. Given their limited experience and technical skill they do the best possible job with the equipment. Equipment which is falling apart from old-age and overuse.

During the recent showing of the Psychology film of **Warrendale**, the projectionist watched part of the arm of the projector fly six feet into the air (fortunately it went up rather than sideways into the audience) and sat throughout the performance in fear and dread expecting the machine to completely explode. This kind of accident doesn't just happen once; it happens once every performance.

Last February a combination of human error and multiple machinery produced a comic disaster. The Orson Welles' film **Citizen Kane** was to be shown in 107 Pendleton at 7:30 while Ethos was sponsoring **The Dutchman** in 112 Pendleton. A snowstorm held up the courier from delivering **The Dutchman** in time and the machine in 107 couldn't satisfactorily sustain the weight of a 10-inch reel of feature-length film so **Citizen Kane** was moved into 112 Pendleton and **The Dutchman** arrived in time for a later showing. There was not time to rewind the one good machine in Pendleton has to be babied in order to rewind at high speed) so the six reels of film were summarily packed up and sent off to MIT and Newark. The next evening, the MIT audience saw two reels of **Citizen Kane** and the second reel of **The Dutchman**. Yes, it was a combination of freak circumstances which produced a laughable situation. But the point is that it was not just an evening's worth of entertainment spoiled for the MIT students but that their standing in an accredited course, for which they pay tuition, was jeopardized.

This was a major accident which without luck couldn't occur twice, but minor flaws are present in every film showing. Most of these flaws are attributable to the inferior quality of the prints sent us by the commercial film distributors. Film distributors, by virtue of possession of copyright to a film, exercise incredible power over their clients and are notorious for their high-handed and arbitrary treatment of collegiate clientele. It is common practice to charge $100-150 for one showing of a multi-spliced film with an unintelligible sound-track.

Last February the Film Society played the monopoly game with Brandon Film Co. in order to show **Les Enfants Terribles**. After arranging for Mr. Stambolian to give a short talk, engaging the interest of the entire French department and many students, we learned to our chagrin on the day before performance that the film was "no longer available." The broke contract and our only recourse was a nasty letter. However at the present moment it is not within the scope of the Film Society to reform the business ethics of film distributing companies. Hopefully the Film Center which Wellesley has joined, under the prompting of Mr. Robinson of the Art Department, will be able to provide first-rate film prints and give us better treatment.

Through no fault of our own, the Film Society paid Brandon back—our last two scheduled performances of Alexander Nevsky were abruptly curtailed after a vandal broke into Pendleton and ripped the first reel of film off the projector. A month and a half later the reel was discovered under a bush outside Pendleton, after the snows melted.

But to leave behind the freak history of the Film Society, it is important to understand that once film becomes an integral part of the college curriculum and is no longer just an extracurricular activity to provide escapist pleasure, it must be handled just as carefully as, say, an exhibition at Jewett Museum. Indeed it must be handled more carefully because film is an "ephemeral" art medium. Its presentation and the viewer's consequent experience is probably more complex than that of a static easel painting. If you sit through a film showing and are subjected to a darkened image because the projector bulb is not strong enough, if the image is flickering or sliding because the print is slipping or can't be otherwise properly controlled, if the print is not framed or focused correctly, if the sound track is too low or too loud, naturally the chance of having an educational-much less an aesthetic-experience is almost nil.

Projecting should be done behind a booth with two projectors so that one is not subjected to the flapping sound of a reel coming to the end of its tape and so that the second reel can immediately follow the first without the viewer losing a sense of continuity and without the internal rhythm of a film being broken. In a large auditorium there should be speaker units rather than having the sound emitted from the central machine so that the soundtrack is uniformly audible throughout the hall. Trivial inconveniences, such as having to watch the projectionist skulk down the stairs in 142 Pendleton to turn on the lights after a slow or to grope out of one's seat, should and must be cleared up.

At the present moment the best facilities for exhibiting film are in Jewett. However almost no films are shown there currently because of a security problem (although I don't quite understand why paintings or prints are more valuable than the books and instruments in Pendleton); yet most recently when Miss Naomi Diamond's film on **The Canterbury Tales** was shown there, the speaker system in the projector hopelessly botched up the sound track and the entire audience was visibly irritated.

The next time you sit through a film at Wellesley and undergo an excruciating experience, complain, preferably to the Administration or to the Film Society (we'll be glad to channel your complaints and will add our own to them) so that more people will understand that film is a major and important part of one's educational experience and as a complex art form deserves the best care and handling.

If you are interested in helping select films for next year's film series or working towards having an experimental film festival on campus next year or establishing a film workshop, or being trained as a projectionist (the College obviously needs more projectionists and does pay a small stipend) come to the Film Society meeting in 112 Pendleton, next Tuesday at 4:15. Without your energy, your suggestions, your complaints, film on the Wellesley campus may die.

Council . . .

(Continued from Page 1)

signed and led by students may be included in the curriculum on an experimental basis. Suitable means of evaluation will be devised in consultation between student leaders and the Committee on Curriculum and Instruction." Council did not have time to consider the motion that the student designed and student-led course "Liberation: A New Role for Women?" be adopted for 1969-70.

Liberal Education Seminar

In the last few minutes, Miss Phyllis Fleming, dean of the college, presented the unanimous proposal of the Committee on Curriculum and Instruction that the extradepartmental seminar "A Liberal Arts Education: The Critique of an Ideal" be included in the curriculum for 1969-70. Pending Council's approval, the course, taught by Mrs. Ingrid Studer, associate professor of philosophy, would be opened to fifteen juniors and seniors "selected with a view to ensuring representation from a variety of disciplines."

Funds available from the Braitmayer Foundation would make possible this course, which would be "an examination of the validity of 'liberal education' as traditionally defined, and of the appropriateness of the idea ingredient in that ideal to the issues presently confronting the Liberal Arts Colleges, e.g. presentism, detachment vs. commitment, thought vs. action."

MIT CONCERT

On Saturday evening, May 10, at 8:30 p.m., the M.I.T. Symphony Orchestra will perform in Kresge Auditorium at M.I.T. Conducted by Daniel Epstein, the orchestra will perform Brahms' "Tragic Overture," Stravinsky's "Firebird Suite," and Mozart's "Concerto No. 10 in E-flat Major, K. 365, for Two Pianos," with John Buttrick and Robert Freeman, pianists.

The later work was included in the program which the orchestra presented two weeks ago at Carnegie Hall in New York. Both soloists are faculty members at M.I.T., in the Music Department. Mr. Buttrick has concertized extensively in Europe, where he has made annual tours since 1961 with radio, orchestra and solo appearances. Mr. Freeman has studied piano with Gregory Tucker, with Arthur Balsam at Blue Hill, and with Rudolf Serkin and Claude Frank at Marlboro. A frequent performer in chamber concerts, he has appeared as soloist with the Boston Pops and Esplanade Orchestras and with the Princeton Chamber Orchestra.

Admission to the concert is $1, or for free tickets, contact Wendy Nierenberg, Severance, at 237-1288.

Correction for Article in NEWS of April 24, p. 3, "Sophs Plan Weekend for Dads": Barb Bloom '71 is making wild ties for fathers of sophomores to Tower Court, not for all fathers. Other dorms are welcome to follow her idea.

Ford Studies Endownment Use;
College Policy Stresses Saving

A recent article in the New York Times reported that a Ford Foundation study had found colleges' use of funds too restrictive. "A Ford Foundation report said yesterday that colleges and universities had deprived themselves of vast amounts of income because of misconceptions about the use of their endowment funds."

"An 82-page legal study commissioned by the foundation took issue with the widely held view that 'realized gains of endowment funds can never be spent,' said the Times.

Wellesley's philosophy on the use of endowment funds is found in the Report of the Treasurer for the fiscal year 1967-1968. "In these confused times, when some colleges and universities are troubled by the necessity of using endowment funds principal to balance their budgets, this capitalization of such a large sum may seem unwarranted to many.

"It represents, however, the continuation of a long-standing attempt, deliberately made, to set aside for possible rainy days of the future as much income, and gifts also, as possible, without at the same time neglecting current needs. Naturally there may be some segments of the College who will say they are being deprived of something due them by such arbitrary action.

"A thorough understanding of this problem is long overdue. Wellesley owes much of its superb strength to the prudent administrations of the past. The endowment had been increased steadily, due primarily to the splendid gifts and legacies; and Funds, both individually and collectively, have increased substantially from the distributions to them of realized capital gains.

"Endowment income has shown a steady increase in the percentage of total College expenses which it provides. The Securities Income Reserve Fund, now $6,797,000, is equal to 72% of the total College expenses in 1967-68, and is more than twice as large as the total investment income distributed to Funds last year."

Basically Wellesley maintained a conservative fiscal policy. Questions such as the use of endowment funds and future investments will be explored by the Senior Economic Tutors in their report presentation tonight (see box p. 5).

Black Center . . .

(Continued from Page 1)

indispensable to Ethos by providing a permanent meeting place, a communications center, both intercollegiate and community, and file space for records," concludes the statement.

Other Views

"During a period of general campus unrest I am pleased to make this announcement which is the product not of confrontation, but cooperation among all elements of the College community," stated Miss Ruth M. Adams, president of the College. "The Center will, I know, contribute to the richness and diversity of life at Wellesley."

Pixie Loomis, CG president, noted, "Wellesley has always provided opportunity for students to gather together as interest groups. We have our Society houses, our clubs and many other opportunities for like-minded students to share and expand their interests. I am greatly enthusiastic about the new Center and feel that all of us on campus will benefit from it."

If you're looking for something different in the way of speakers, Mr. Tim Durant may be the answer. Mr. Durant, who will speak here May 14 at 4:15 p.m. in the Rec building, has numbered among his careers stockbroker, business manager for Charlie Chaplin, actor and writer.

Mr. Durant entered England's Grand National steeplechase in 1966, at the age of 66. At the time it was rumored that the 1966 event would be the last; Mr. Durant "couldn't let it pass toto history without oven having given it a try." After a series of setbacks including recalcitrant horses, accidents and a bone cancer to his ankle, Mr. Durant finally realized his dream of successfully completing the Grand National course in 1968. He has continued riding in various events since then as well as embarking on the speaking career which brings him to Wellesley.

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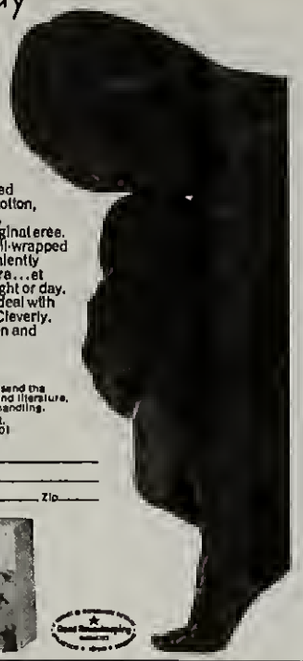

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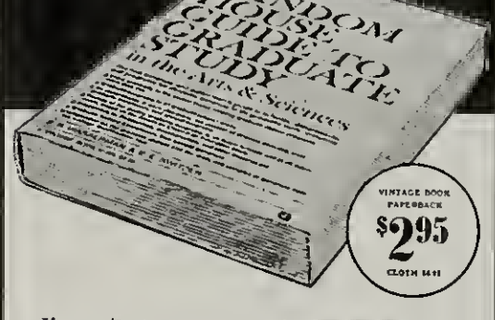

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To the Editor:

The large enrollments in such departments as Political Science and Sociology clearly show that the majority of the students here find the offerings in these departments most "relevant" to them. This influx of students to the social sciences is fine per se, but many of us are concerned over the consequentially small enrollments in the language departments. This is not to say that students are repudiating literature, but rather literature as presently seen at Wellesley. There are few courses which even begin to treat contemporary literature. Mr. Phillips' treatment of English 226 was indeed contemporary, but the course description in the catalogue ("The study of . . . novelists of the 19th and 20th centuries") gave no indication that this was the case and hence there must have been many students not enrolled in the course who might have found it "relevant." On the other hand, in such courses as English 212 ("The study of English, American, and European drama from Ibsen to the present day"), two thirds of the emphasis was placed upon Ibsen and Chekhov, the founders of modern drama, and the remainder of the course consisted of a superficial treatment of a dozen other plays — none of which were really contemporary. This is certainly a valid approach, but the catalogue description was misleading and many students were disappointed. In the French department one must study two of the four preceding 300 level courses (ranging from the 16th to 19th century) before she is admitted into the contemporary literature course (307). (Otherwise, the only possibility is the 200 level 20th century drama course.) This seemingly arbitrary restriction essentially limits the study of contemporary French literature to majors in the department.

We suggest that the language departments include in the offerings courses which deal primarily with the authors of the post World War II scene and which are reasonably accessible to the non-major. We don't wish to imply that Shakespeare and Dante are outmoded; we simply ask that our contemporaries be given equal time.

Jo Ann Cannon '71
Lorraine Obuchowski '71
Karen Ranks '69

Bake Now!

To the Editor:

In response to the many interested people who are asking questions about the results of Upward Bound fund raising to date: From the Bake Sale at M.I.T. we earned almost $160, and from the sandwiches intended for Derby Day, which several Wellesley girls, dripping but undaunted, sold at M.I.T., we raised another $100, bringing the total "field trip" fund to $260.

And now — another request. The Upward Bound students have asked us to bake cookies and brownies to be sold at their display tables at the huge M.I.T. Open House on Saturday, May 3. We need support in edible form from everyone, to make this sale a success. Food should be left with dorm presidents or anyone from Upward Bound by 10:00, Saturday morning. Questions? Call Karen Ludington, in Pomeroy, 235-6690.

Meanwhile, to those people who baked for us before or who will do so this time, our sincere thanks. To those who will have given their time and energy twice — blessings!

Sincerely,
Karen Ludington,
for Upward Bound

Clearing the Air

To the Editor:

Those whose remarks at Senate concerning the College's policies and procedures about lectures were quoted not entirely accurately or in context in last week's issue of News have suggested that it might be helpful for all members of the college community to know who has responsibility for various parts of the lecture program.

As the Lecture Policy Committee reminded the faculty in a memo dated March 24:

"The Lecture Policy Committee itself initiates relatively few programs. It does have the responsibility for the Opening Wilson Lecture and, on the nomination of its student consultants, a Wilson Lecture during the January Reading Period. It also invites the speaker for Honors Convocation and on occassion arranges for a lecture considered to be of genuinely general interest or for a lecture-demonstration such as the one this fall on ballet. Another of its functions is to arrange for cultural programs supported by the Rebecca Treves Fund and by the Baum Fund. It always welcomes suggestions for these occasions.

"For the most part, however, it acts on proposals made by departments or groups of departments for lectures or symposia. It encourages departments to experiment, and it recommends when feasible having a speaker remain on the campus for more than one day, meeting with appropriate classes and holding conferences with students. It also hopes that departments will wish occasionally to join in proposing speakers who will interest a good many members of the college community and, perhaps, a wider audience."

Student organizations obtain from SOFC funds for lectures which they wish to present; the Extracurricular Schedule Committee then schedules these lectures as it does those initiated by academic departments, the Barnette Miller Foundation etc.

Departments also welcome hearing from students about lecturers whom they might appropriately sponsor and students would be interested in hearing, and one of the ways in which the Lecture Policy Committee's student consultants function most helpfully is in obtaining from students suggestions about lecturers who would have considerable appeal to students. The consultants who recently took office for next year are Judy Scott, Nona Olson, and Tiz Good.

Both the Lecture Policy and the Schedule Committees are delighted to learn that Forum is being "revitalized," and the Schedule Committee will look forward to scheduling lectures, panel discussions, and other events which Forum arranges.

Sincerely yours,
Jean Glasscock
Coordinator of Special Events and Member of the Lecture Policy and Schedule Committees

NEW SRC MEMBER

Evangeline Morphos '71 was elected as the third member of the Structural Revision Committee.

HOOP ROLLING

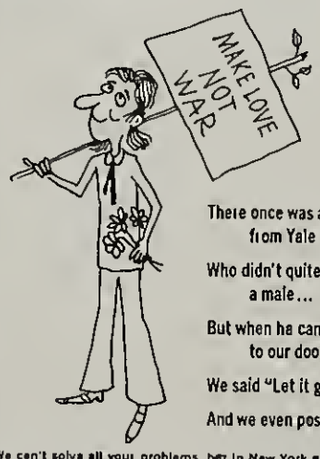
Like many Wellesley traditions, this Saturday's hoop rolling is undergoing a change. Come to the Chapel at 8:30 a.m. to see certain Seniors' feelings on that status of affairs.

FUN FAIR

A May 3 International Students Association Fun Fair invites you to join "a joyous and colorful occasion which celebrates the coming of summer." Food, booths, gifts, and entertainment will fill the rooms of the ISA center at 33 Garden St., Cambridge.

Committee Report Available

Copies of the report and proposals of the Committee on Academic Council Committees are being circulated at the end of this week to faculty, students and trustees. All students who would like to see this report should contact their dorm reps. The report will be presented to Council at its meeting on May 8.



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Craigville . . .

(Continued from Page 1)

the offering of Co-op courses in the town of Wellesley and surrounding communities.

B. to sponsor an urban symposium in the fall open to the different communities in which Wellesley is involved: to be organized by the College Government Extracurricular Scheduling Committee.

II. ADMISSIONS AND RECRUITING

To recommend that the Board of Admissions sponsor an orientation program for students who wish to recruit in their home towns during vacations.

B. To encourage recruitment at summer programs such as Upward Bound.

C. To institute Junior Acquaintanceship Committees consisting a young alumna, a senior, and two underclassmen to work with existing alumnae groups in the fields of recruitment and acquaintanceship.

III. EDUCATIONAL POLICY

To encourage flexibility in the majors system in order to permit the formulation of inter-departmental and extra-departmental majors.

IV. CO-EDUCATION; CROSS-REGISTRATION; CO-ORDINATION

To recommend that frequent progress reports of the Wellesley Commission and the Structural Revision Committee be made to Senate by the respective student members.

B. To encourage participation in co-ordinate programs such as the Ten-College Coordinate Program.

V. STUDENT PARTICIPATION AND FEEDBACK

To recommend that the College buy its own transport vehicles to be used by the various departments and organizations of the College.

RESOLUTION OF THE CRAIGVILLE LEADER CONFERENCE

We, the leaders of the respective branches of the College Community, support the concept of a Black Center and the efforts of Ethos and the Administration to make it a reality in the immediate future.

We are convinced that such a center will make a valuable contribution to the Wellesley College Community and urge your support of this undertaking.

Come 'Pop' Into It At Symphony Hall

Andi Biren '71

Pop into Boston's Symphony Hall, Saturday, May 10, to hear Arthur Fiedler and the Boston Pops Orchestra perform. It will be Wellesley Night at the Pops, sponsored by the Boston Wellesley College Club for the benefit of the Student Aid Fund and the Development Fund. You can get tickets priced $7, $6.50, and $5.50 for the floor, and $4 for the balcony, at the Info Bureau. Included in the concert will be the Alma Mater and Phyllis Moss, or Mrs. Herbert Graetz, as a featured soloist.

Listening to her performance of Beethoven's Emperor Concerto will be both an enjoyable and proud event for Wellesley students since Miss Moss teaches in the music department. A child prodigy, Miss Moss made her Philadelphia debut at twelve, at a concert of the Philadelphia Symphonietta under Sevitzky. She played in New York when she was fifteen, as soloist with the Federal Symphony.

Since that time she has toured extensively and has been soloist with the Philadelphia Orchestra, the Boston Pops Orchestra, the Bamberger Symphony, the Boston Civic Symphony, and many other orchestras. She has given recitals at various famous museums and musical academies, and during the last few years she and two members of the Boston Symphony have concertized as the Boston Trio. Hailed for her ability in many newspapers, the New York Times summed up her accomplishments well in saying simply a "first rate performer."

SAMUELSON VS. FRIEDMAN

Economists Paul Samuelson, MIT, and Milton Friedman, Univ. of Chicago, will debate on Thurs., May 22 at 8 p.m. in Kresge Auditorium, MIT.

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"The Bacchae" To Celebrate, Rites To Help Upward Bound

Cries of "He Bacchai, He Bacchai" summon everyone to celebrate the rites of Dionysus on May 2 and 3 at 4:15 p.m. when the Greek and Latin Department presents Euripides' **The Bacchae** in the Hay Outdoor Amphitheatre.

Directed by Peggy Adams and Jeanne Hjermstad, both '70, the play is set in Thebes, the birthplace of Dionysus. The god, played by Susan Tippelt '72, and a band of Asian maenads come to Thebes to impose his worship on the citizens. They are greeted by the old and blind soothsayer Teiresias, Evangeline Morphos '71, and Cadmos, Heidi Winslow '69, the founder of Thebes who has abdicated in favor of his grandson Pentheus. The two old men present a comic sight as they prepare to go to Mount Cithairon where the revels of Dionysus take place.

Pentheus, Jeanne Hjermstad, accosts them, incensed by reports that a golden-haired stranger has maddened all the women of the city, and demands to know the cause of the upheaval. He issues harsh orders against the god and as his servant, played by Renee Scarpito 69, sets off to carry them out, the palace trembles and the tomb of Semele, mother of Dionysus is engulfed in flames. Pentheus is in the power of Dionysus.

Madness changes to stark reality in the final scene when Cadmus confronts Agave, Betty Demy '69, his daughter and the mother of Pentheus, and realization comes too late. Dionysus has had his revenge; the House of Cadmos is destroyed. The play ends as Cadmos and Agave depart to meet their separate fates in different lands.

The roles of the first and second messengers will be played by Miss Barbara McCarthy, professor of Greek ,and Mrs. Mary Lefkowitz, assistant professor of Greek and Latin, both well known from their past performances in last year's production of Aristophanes' **The Frogs.**

Chorus leader Peggy Adams leads her Asian maenads, Andrea Ericson, Anne-Marie Tardiff, both '70, and Janet Bogle, Patricia Epstein, Becky Jewett, Margot Stout, Ann Swahnberg, Michele Tingling and Carol Washington, all '71, through the Bacchic songs and dances. Andra Anderson '71 is choreographer. The chorus will be accompanied by Priscilla Bush '72 on the flute.

The actors will all wear the traditional stark masks used in Greek tragedy when male actors played the role of female and male characters alike.

The production is open to the College community, their guests and all worshippers of Dionysus. Donations for the MIT-Wellesley Upward Bound Summer Program will be accepted. In case of rain, the play will be presented in Alumnae Hall.

Williams . . .

(Continued from page 3)

ment corporation within the black community. Stock was sold to residents, who also made up the board of directors, and then the Corporation was able to compete on the open market and apply for government aid, while keeping redevelopment under the control of the people who would be affected by it. At the same time, it served to train them in management, skilled occupations, and in the functioning of the capitalist system.

Along with his speech Saturday afternoon, Fletcher presented a film of the Pasco project that evening.

Fletcher said he accepted his new position after turning down three Cabinet offers because he feels it is easier to prompt reform from outside the government structure than from within. He said that while in the Labor Department he intends to promote the sponsoring of Job Corps training centers by local communities. (So far, only one center in the entire country is sponsored by a black organization.) Also, he favors the localization of authority to approve and fund urban redevelopment projects.

Fletcher has a direct, candid manner of speaking which seemed to appeal to the students. As one Williams man put it, "He's people." He feels that the role of the black man in government today is to advise and correct policy. "I intend to do a lot of kicking," he said, although he feels it will probably make him unpopular. But he added that popularity is not important to him in the Nixon Administration because, "I'm not buying a house, I'm only renting."

Williams students alone were responsible for the planning and financing of the weekend; they hope to make similar conferences an annual affair. Guests were housed in student dormitories and ate in student dining halls.

On Sunday a booklet entitled "Jobs, 1969" was released, as a guide for correspondence with discussion leaders and others who would be hiring students this summer.

ANYONE WHO COULD DONATE ANYTHING THAT MIGHT FASCINATE A CHILD (i.e. old clocks, cash-registers, broken phones —) please contact Judy Scott at 237-0934 in Beebe Hall. We will provide pick-up service. The donations will be used in a Cambridge summer program.

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